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discussions of the history of the movement, the teachers and the students in the training departments, the curriculum, instruction, administration, finances, and what Minnesota superintendents think of the training departments. The Appendix contains among other things a valuable comparative table showing facts concerning training departments in fourteen states. Inasmuch as there are twelve hundred or more of these departments in existence today, a detailed discussion of conditions in one state will find a hearty welcome among those to whom such departments are intrusted in other states.

How to supervise instruction.—Persons engaged in school supervision will be interested in a book which has recently appeared in this field.¹ Its author is the director of the Oread Training School of the University of Kansas. His broad training and large experience in the field of supervision give him the right to speak with some authority on an important phase of educational endeavor. With this training and experience as a basis Mr. Nutt has worked out his analytical discussion of the principles underlying classroom supervision and the devices and techniques which should, and which should not, be employed. Part I discusses the job of supervision, and Part II principles underlying the supervision of instruction. To the latter subject the great majority of the discussion is confined. Supervisory method, devices of supervision, and technique of supervision are the phases of the subject treated. Throughout the book the author makes much use of his personal experience in the training of young people for the teaching service. City-school supervisors and training-school directors will read the treatise with interest and profit.

A new book for college teachers.—We have taken it for granted in the past that a college teacher knows how to teach. While we have known all the while that many of them were not as successful as others, little or no effort was put forth to assist the less efficient ones. There is, however, at the present time a disposition on the part of some college teachers to correct this undesirable state of affairs. They have united in placing on the market a book which is the first one of its kind ever to appear.² In all, thirty-one leading authorities, representing both large and small universities from every part of the country, have assisted in the endeavor. Part I is devoted to such topics as the history and present tendencies of the American college, professional training for college teaching, and general principles of college teaching. Part II tells how to teach the sciences. A chapter each is devoted to the teaching of biology, chemistry, physics, geology, mathematics, and physical education.

¹ HUBERT WILBUR NUTT, *The Supervisor of Instruction*. Boston: Houghton Mifflin Co., 1920. Pp. xvi+277. \$1.80.

² PAUL KLAPPER (Editor), *College Teaching*. Yonkers-on-the-Hudson, New York: World Book Co., 1920. Pp. xvi+583. \$4.50.